

The Architecture of Accomplished Teaching:

Guiding Questions

Set new high worthwhile goals for these students, this time, this setting...

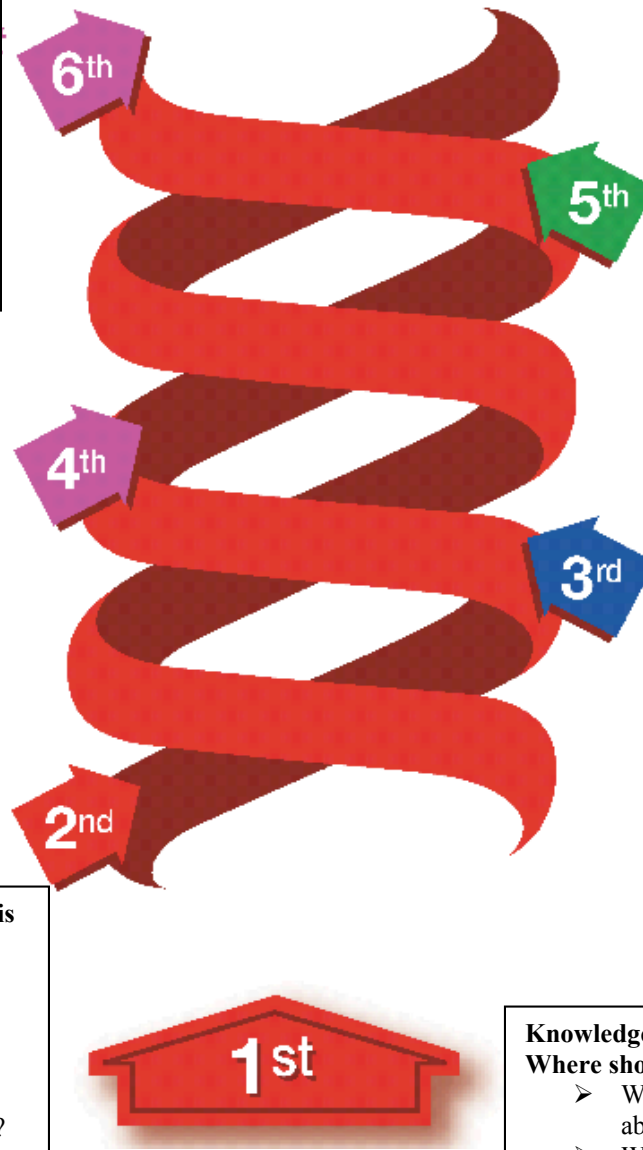
- What factors will contribute to your decisions about when to move on in the lesson?
- What key indicators might be most critical to setting future learning goals?
- What types of evidence from your students will you see that serves to demonstrate their level of mastery and/or readiness to move on?
- In what directions might you take them next?

Evaluate student learning...

- In light of your goals, how do you plan to assess student learning?
- Why did you choose this (these) method(s) of assessment for these students at this time?
- From the assessment(s), what new knowledge, if any, did you gain about your students?
- In what ways did the assessment(s) support your learning goals?
- What indicators, or evidence, let you know that the assessment(s) was successful?
- What if anything, did the assessment(s) tell you about your instruction? Where will you go next?

Set high worthwhile goals for these students, this time, this setting...

- What are some of the ways in which these goals connect with NBPTS Standards/Portfolio Instructions?
- How do these goals fit in the sequence of your overarching goals?
- What do you want your students to walk away with?



Reflect on effectiveness of instructional decisions...

- What might you want to be aware of in yourself as you implement this lesson?
- What criteria might you use to assess whether you've made the right choices for the planning and implementation of this lesson?
- How has this conversation been helpful to you in you? Supported your thinking?
- What are some possible ways students might collect evidence of their own learning?

Implement Instruction...

- What approaches are you planning to use to accomplish this?
- As you consider alternative strategies, what seems most effective?
- In what sequence might you place these strategies?
- How might these strategies support your students in attaining your goals?
- What might be the primary value of implementing instruction in this way?
- How might your actions enhance the learning of these students, at this time, and in this setting?
- What criteria might you use to determine when to use another strategy?

Knowledge of Students- Who are they? Where are they now? Where should I begin?

- What about your students helped to influence your decisions about these goals?
- What do you already know about your students that factors into your instructional planning?
- What information do you have about your students that guide your decisions?
- How will it look in your students if you are successful?